**SCIENCE K-6 CURRICULAR COMPETENCY CONTINUUM**

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| Core Competency | Curricular Competency | **K** | **1-2** | **3-4** | **5-6** |
| **THINKING** | **Questioning & Predicting** | I can demonstrate curiosity and a sense of wonder about the world. | | I can demonstrate curiosity about the **natural world**. | I can demonstrate a **sustained curiosity** about a **scientific topic or problem of personal interest** |
| I can observe objects and events in familiar contexts. | | | I can make observations **in familiar or unfamiliar contexts** |
| I can ask simple questions about familiar objects and events. | I can ask **questions** about familiar objects and events. | I can **identify questions about familiar objects and events that can be investigated scientifically**. | I can identify questions to answer **or problems to solve through scientific inquiry** |
|  | I can make simple predictions about known objects and events. | I can make predictions **based on prior knowledge**. | I can make predictions **about what the findings of my inquiry will be.** |
| **Planning & Conducting** |  |  | I can suggest ways to plan and conduct an inquiry to find answers to my questions.  I can consider ethical responsibilities when deciding how to conduct an experiment. | I can **explore and pose questions** that lead to investigations  I can **plan appropriate investigations** to answer my questions or solve problems I have identified.  I can **decide which variable should be changed and measured** for a fair test. |
| I can make exploratory observations using their senses | I can **make and record observations**. | I can make observations about living and non-living things in the local environment | I can observe, measure, and record data, using appropriate tools, including digital technologies |
| I can safely manipulate materials. | I can **safely manipulate materials** to test ideas and predictions. | I can safely **use appropriate tools to make observations and measurements**, using formal measurements and digital technology as appropriate. | I can use equipment and materials safely, **identifying potential risks.** |
| I can make simple measurements using non-standard units. | I can **make and record simple measurements** using informal or non-standard methods. | I can **collect simple data**. | I can **choose appropriate data to collect to answer my question.** |
| **Processing and Analyzing Data & Information** | I can discuss observations. | I can **experience and interpret the local environment**. | | |
| I can represent observations and ideas **by drawing** | I can **sort and classify data and information** using methods such as **drawings or provided tables**. | | I can **cconstruct and use a variety of methods**, including tables, graphs, and digital technologies as appropriate, to represent patterns or relationships in data. |
|  | I can identify **simple patterns and connections**. | I can use **tables and simple bar graphs to represent data** and show **simple patterns and trends**. | I can **identify patterns and connections** in data. |
|  | I can compare observations **with predictions through discussion.** | I can **compare results with predictions**, suggesting **possible reasons** for findings. | I can compare data with predictions and **develop explanations for results**.  I can demonstrate an **openness to new ideas** and a **consideration of alternatives**. |

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| **THINKING (con't)** | **Evaluating** |  | I can compare my observations with others. | I can evaluate whether my investigations were fair tests. | |
|  | I can make inferences based on my results and prior knowledge. | I can identify **possible sources of error**. |
| I can **suggest improvements to my investigation** methods. |
| I can **identify some of the assumptions and given information in secondary sources.** |
|  | I can demonstrate an understanding and appreciation of evidence. | |
| I can consider some consequences of my actions on the environment. | I can identify some **simple implications of my own and others’** actions on the environment. | I can identify some of the **social, ethical, and environmental implications** of the findings from my own and others’ investigations. |
| **PERSONAL AND SOCIAL** | **Applying and innovating** | I can take part in caring for self, family, classroom and school through personal approaches. | | I can **contribute to care** for self, others, school, and neighbourhood through personal **or collaborative approaches**. | I can ccontribute to care for self, others, school, and neighbourhood through **individual** or collaborative approaches. |
| I can transfer and apply learning to new situations. | | | |
| I can generate and introduce new or refined ideas when problem solving**.** | | | |
|  | | I can co-operatively design projects. | |
| **COMMUNICATION** | **Communicating** | I can share observations and ideas orally. | I can **communicate observations and ideas** using oral or **written language, drawing, or role play**. | I can **represent** and communicate ideas **and findings** in a variety of ways such as **diagrams and simple reports, using digital technologies as appropriate**. | I can communicate ideas, **explanations, and processes in a variety of ways.** |
|  | I can express and reflect on personal experiences of **place.** | I can express and reflect on personal **or shared** experiences of **place**. | I can express and reflect on personal, shared, **or others’** experiences of place |